DOCUMENT RESUME

ED 223 385 RC 013 650

AUTHOR	Farley, Elizabeth, Ed.
TITLE	Trainer Guide: Food Service Managerial. Camp Administration Series.
INSTITUTION	American Camping Association, Martinsville, Ind.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE	Sep 81
GRANT	G007901333
NOTE	35p.; For related documents, see RC 013 643-651.
AVAILABLE FROM	American Camping Association, Bradford Woods, Martinsville, IN 46151-7902 (2.95).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Administrator Education; *Camping; Disabilities; *Food Service; Instructional Materials; Learning Activities; *Management Development; Outdoor Education; *Resource Units; *Workshops
IDENTIFIERS	*Project STRETCH

ABSTRACT

Designed for a food service managerial workshop, the trainer's guide is organized into four separate units: personnel management, menu planning, food purchasing, and food service operations. Performance objectives to be met on completion of the workshop include: improving personnel operations for a camp's food service; demonstrating knowledge of principles of menu planning in order to provide nutritious wholesome meals; improving food purchasing procedures and cost control in food service operation; examining and improving camp food storage practices; identifying and maintaining equipment needed to operate a successful camp food service; examining the food service for sanitation and safety procedures; developing a food service plan for handicapped campers; and becoming familiar with regulations and government programs. Lists of resources (references, organizations, and resource people) and activities for workshop preparation, suggested learning activities for workshop participants, a sample workshop agenda, and forms for budget and evaluation are provided for the workshop trainer. (ERB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

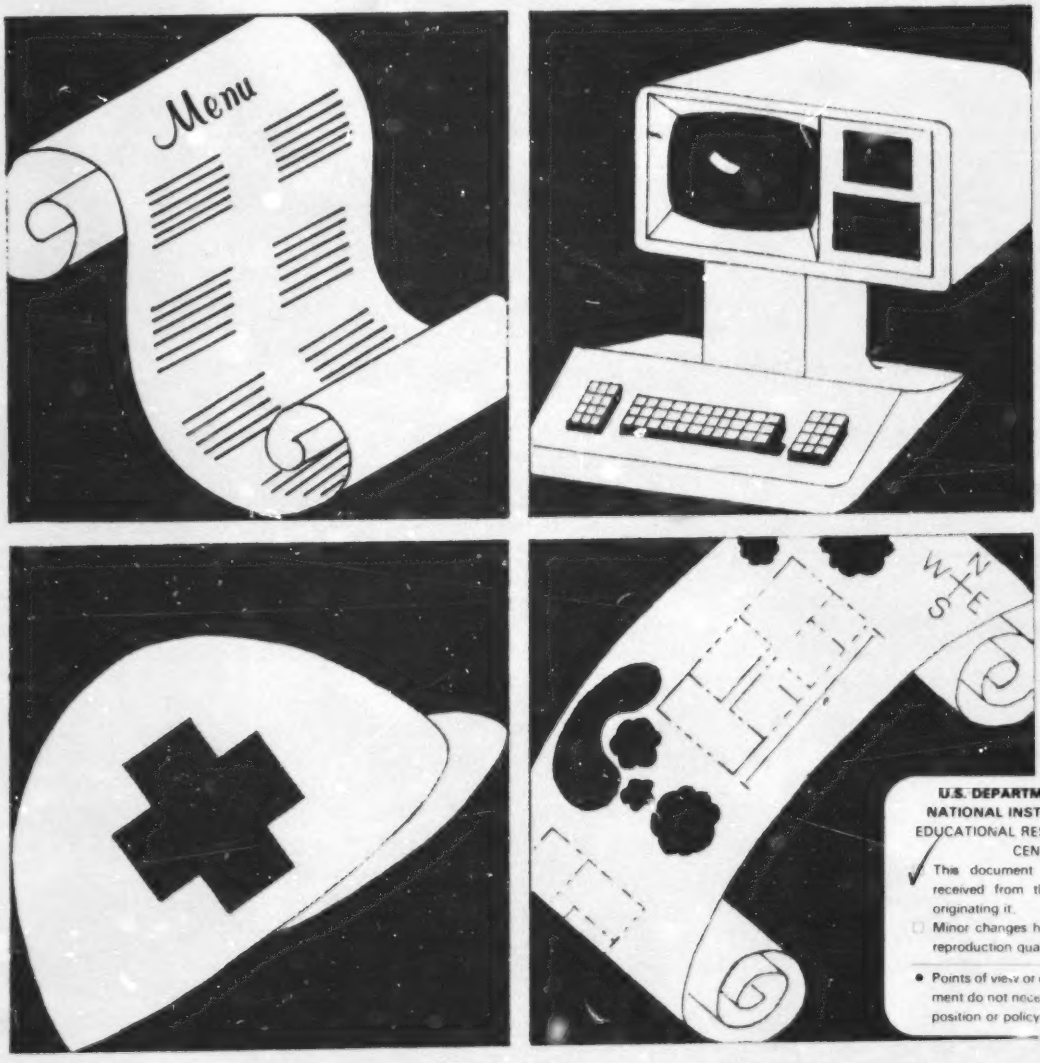
ED223385

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Sue Stern
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DEC 1982
RECEIVED
ERIC/CRESS

Camp Administration Series

Trainer Guide: Food Service Managerial



U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

PUBLISHED BY THE AMERICAN CAMPING ASSOCIATION

RC013650

Trainer Guide:
Food Service Managerial

Dr. Elizabeth Farley, Editor

Camp Administration Series

Sue Stein, Editor

Project STRETCH
The American Camping Association
Martinsville, Indiana

The project information contained herein was developed pursuant to grant no. G 007901333, from the Division of Personnel Preparation, Office of Special Education and Rehabilitative Services. The opinions expressed herein do not necessarily reflect positions, policy, or endorsement by that office. Copies may be ordered from the American Camping Association, Bradford Woods, Martinsville, IN 46151-7902.

Contents

Foreword iv
Preface v
Acknowledgements vi

SECTION I. INTRODUCTION 1

Rationale
Need for Training on Special Populations
Role of the Coordinator
Evaluation
Using this Guide
ACA Objectives for a Food Service Managerial

SECTION II. MANAGERIAL TRAINER GUIDE 4

Rationale
Performance Objectives
Outline
Pre-Managerial Preparation
Prerequisite Activities
Suggested Learning Activities
Post-Assessment Activities
Sample Agendas
Reference List

SECTION III. APPENDICES 26

Sample Budget
Managerial Workshop Report Form
Sample Managerial Workshop Report Evaluation

Foreword

The Office of Special Education and Rehabilitative Services has for many years recognized the value of camping as an important aspect in the lives of handicapped youth and adults. Since 1971 when the former Bureau of Education for the Handicapped provided funding to help sponsor the National Conference on Training Needs and Strategies in Camping, Outdoor and Environmental Recreation for the Handicapped at San Jose State University, there has been a nationwide movement toward including handicapped children and adults in organized camping programs.

The material contained in this book and other volumes that make up the Camp Director Training Series are the result of a three-year project funded by the Division of Personnel Preparation. In funding this effort, it is our hope that the results of the project will help make camp directors and other persons more aware of the unique and special needs of disabled children and adults; and to provide information and resources to better insure that those needs are met.

The Office of Special Education and Rehabilitative Services is committed to the goal of equal opportunity and a quality life for every handicapped child in the United States. Opportunity to participate in camping programs on an equal basis with their non-handicapped peers is a right to which all handicapped children are entitled. However, this goal can be achieved only if those responsible for the provision of camping services are likewise committed to this goal.

William Hillman, Jr., **Project Officer,**
Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services
Sept. 1981

Preface

Emblazoned across the mantle of the fireplace at its National Headquarters are the words "Better Camping For All." Nothing more easily sums up the basic purpose of the American Camping Association (ACA) in its 75 years of existence than do these words. From its very beginning, the Association has been concerned about providing "better" camps. That concern has led to a continuing study and research for the most appropriate standards for health, safety, and better programming in the organized camp.

That concern for standards of performance in the operation of the summer camp led to an awareness of the necessity of an adequate preparation and continuing education of the camp director. Various short courses and training events were developed in local ACA Sections and at ACA national conventions. Many institutions of higher learning developed curriculum related to the administration of the organized camp.

By the late 1960s, the American Camping Association began the development of an organized plan of study for the camp director that would insure a common base of knowledge for its participants. Three types of camp director institutes were developed and experimented with in different parts of the country. In 1970, the Association adopted a formalized camp director institute which led to certification by the Association as a certified camp director. Continuing efforts were made to try to expand and improve upon the program.

After the first decade, it was recognized that the program must be greatly expanded if it were to reach camp directors in all parts of the country. Centralized institutes of a specified nature often prevented wide participation by camp directors. This led the Association to consider the importance of documenting a body of knowledge which needed to be encompassed in the basic education of any camp director and to explore methods by which that information could be best disseminated.

During the years 1976-78, the Bureau of Education for the Handicapped, U.S. Department of Health, Education, and Welfare, funded a three-year project to determine the basic competencies required of a camp director who worked with the physically handicapped. Under the leadership of Dr. Dennis Vinton and Dr. Betsy Farley of the University of Kentucky, research was undertaken that led to the documentation of the basic components of such education. It was determined that 95 percent of the information required in education of a director of a camp for the physically handicapped was generic. Only 4 percent or 5 percent related specifically to the population served.

Meanwhile, the American Camping Association had begun to recognize that the word "all" in its motto is an obligation far beyond its extensive efforts over a number of decades to insure organized camping experiences for children of all racial, ethnic, and socio-economic backgrounds. Camps began to expand their services to a variety of special populations to encompass all age ranges and persons with a variety of physical and mental disabilities. The message soon reached the Association that any camp director education program must help all camp directors to understand and explore the needs of the new population the camps were serving. Chief among those new populations were the campers with physical and mental disablements.

In 1978, the Association approached the Office of Special Education, U.S. Department of Education, and requested funding for a project to expand its education program based on the materials developed by Project REACH, a research project funded by the Department of Education at the University of Kentucky; the intent was to include training for directors working with the handicapped and develop a plan for wider dissemination of camp director education opportunities.

A subsequent grant from the department resulted in Project STRETCH and three years of monitoring camp director education programs, revising and expanding the basic curriculum for such programs, and developing new materials for use in expanded programs.

As we near the end of Project STRETCH, the American Camping Association is pleased to find that the project has helped to greatly heighten the level of awareness of the handicapped and their needs in the camp director community.

This volume is the first of several volumes that will insure "Better Camping For All" in the decades ahead.

Armand Ball,
Executive Vice President
American Camping Association

Acknowledgements

The camp administration series is a result of three years of work by hundreds of individuals in the field of organized camping and therapeutic recreation. A big thank you is extended to all who made this project a reality. While it is impossible to mention all contributors, we extend a special thank you to those individuals who assisted the project for all three years. With their input, the road to this project's completion was much easier to travel.

Project Officer

William Hillman, Jr., Division of Personnel Preparation,
Office of Special Education and Rehabilitative Services

National Advisory Committee

Paul Howells, CCD; Chairperson	Lutheran Church of America, Philadelphia, PA
Janice Adams, CCD	Camp Idelpines
Julia Brown, Ph.D	University of Wisconsin—Madison
Charles Butler, CCD	National Institute of Health, Washington, D.C.
Nannette Enloe	Northwest Georgia G.S. Council, Inc.
William Hammerman, Ph.D; CCD	San Francisco State University
Judith Myers, Ph.D.	George Williams College

Project Staff

Armand Ball	Project Director
Kay Kester-Oliver	Assistant Project Director
Sue Stein, CCD	Project Coordinator
Phyllis Elmore	Project Secretary
Elizabeth Farley, Ed.D.	Project Consultant

Project Subcontractor

Don Hawkins, Ph.D., and Denise Robinson	Hawkins and Associates

Introduction

Why Has Managerial Training Become a Part of the Camp Director Education Program?

Operating a camp is big business. It is estimated that there are between 9,000 and 10,000 camps in the United States. These, in turn, account for two billion dollars in annual transactions.

In terms of facilities, camps account for three and one-half billion dollars in property value, 10,000 miles of shoreline, and 2,500,000 acres of land. They employ 375,000 staff annually to help them service 9,000,000 campers.

Camp management requires directors who are competent in management systems. Management of a camp involves more than planning the program, hiring staff, and finding someone to do the maintenance; it involves the ability to design, operate, and continually revise a variety of support systems.

Recognizing the need for directors to have competence in management of support systems, the American Camping Association included four managerial topics as part of the ACA camp director education curriculum in the late seventies. These four managerial areas are:

Food Service	Health and Safety
Business and Finance	Site and Facilities

All managerial workshops should be organized to help camp directors analyze and establish the managerial support systems which are consistent with and supportive of the camp philosophy, goals, and objectives. To meet this general goal, each managerial workshop should address:

a. Basic principles and concepts of the management area.
b. Accepted techniques and innovations in the selected area (or field).
c. Interrelationships of the support system to the camp goals, program, and other service areas.
d. Government regulations and sources of information.

Managerial workshops must be at least one full day of training (six hours) on each topic if the managerial is to be counted toward the ACA Camp Director Certification Program. A workshop may be longer if the managerial coordinator deems necessary. Some sponsors have found it more satisfactory to have three or four one-day workshops on a particular managerial topic over a period of several years.

Why Address the Needs of Special Populations, Such as the Handicapped, in Camp Director Education Programs?

According to reports by the Office of Special Education and Rehabilitative Services (OSE&RS), approximately 12 percent of the country's population has some kind of handicap. OSE&RS estimates there are eight million handicapped children in the United States.

Historically, the Handicapped have been denied the same level of opportunity and service provided to the nonhandicapped. During recent years, equal opportunities have been growing. This awareness has been translated into a number of federal and state laws which are intended to assure that the rights of the handicapped are protected. These laws have ramifications for many fields, including camps. The ramifications of these laws are especially important for those camps receiving government funding. Moreover, the concept of equal opportunity for the handicapped has implications for all camps.

Among human services professions, there is a widening recognition and acceptance of the significant role that a camping experience (either mainstreaming programs or special populations camps) can play in the lives of handicapped children. (Gibson, Peter M. "Therapeutic Aspects of Wilderness Programs." *Therapeutic Recreation Journal* Second Quarter, 1979.) However, not all camp directors are aware of the value, nor do they have a positive attitude toward the handicapped.

The attitude of the camp director toward the handicapped will be the most important single force in determining whether or not his/her camp will offer opportunities for campers with special needs. It is, therefore, imperative that training at managerials expose camp directors to characteristics and needs of special populations and their implications for camping experiences. Strategies camps can use, and are using to service all special audiences including the handicapped, should be examined.

What Is Your Role as the Managerial Coordinator?

There are basically four functions necessary for the completion of any training event. These are: planning, promoting, implementing and evaluating.

Depending on the qualifications and time of the Section Education Chairperson, he/she may elect to serve as the managerial coordinator or select someone else to handle part or all of the managerial coordinator's responsibilities.

The following list has been developed to help you, the Managerial Coordinator, develop and implement a managerial workshop:

1. Determine the needs and interests of the potential workshop participants.
2. Contact your ACA Regional Education Coordinator for suggestions for resource people and ideas.
3. Arrange for a workshop meeting place and establish fees to cover all expenses of the event, including any resources or books to be distributed to participants. Budgets should be approved by the Section with the Section Treasurer handling all registrations and monies. (See sample in Appendix A.)
4. Organize an advisory committee to help determine schedule and organize the managerial workshop content.
5. Select and orient any special resource persons or trainers to be used to the managerial goals and process.

Promotion may include these two important steps:

1. Prepare a brochure on promotion material and distribute it.
2. Share managerial dates with other Sections, colleges, and the National ACA office.

To implement your managerial, consider these points:

1. Determine what will be required for satisfactory completion of the managerial by participants.
2. The style of the managerial is up to the coordinator. As part of the process, the coordinator may wish to consider how the following items can be handled to facilitate the style selected:

Participant groupings	Pre and post assignments
Opening and closing sessions	Sharing of participants' resources and concerns
Process for evaluation (workshop and participants)	Printed materials/references to be used
Meals and breaks	

3. Prepare the final agenda and check on all resources.
4. Hold the workshop.

Evaluation is critical. These steps will help you organize your evaluation:

1. Distribute, collect, and summarize managerial evaluation forms completed by participants at the end of workshop. (See form in Appendix C.)
2. Complete the evaluation summary regarding which participants have satisfactorily completed the workshop. As an option, you may order certificates for those who have successfully completed the training. Certificates are available from ACA publications or Sections may design their own certificates.
3. Complete the Managerial Workshop Report Form as found in Appendix B, and attach the following:
   a. Summary of the managerial evaluation forms.
   b. Criteria used for determining satisfactory completion of the managerial and list of who completed the managerial satisfactorily.
   c. List or copies of resources used (AV materials, books, handouts, promotional materials.)
   d. Agenda/Schedule.
   e. Recommendations to improve the managerial.

Send one copy to National ACA office, to your Regional Education Coordinator, and to the local Section board.

How Important Is the Evaluation Component?

Evaluation should be carried out at the conclusion of each managerial to determine which portions need to be improved, to compare your managerial with others, and to maintain quality control of American Camping Association's professional education programs which are used for certification or recertification purposes.

Evaluation of the training may be carried out in several ways. Some prefer a written evaluation questionnaire. Others prefer a group discussion to evaluate an event. A few have used sub-groups or outside evaluators to observe the entire training and present a summary to the group at the closing session.

How the data for the workshop evaluation will be collected is the responsibility of the coordinator. However, it is necessary to collect information and report it to national and regional coordinators. This enables them to do comparisons of managerials and share results with other Sections. The evaluation should answer the following questions:

1. Did the managerial meet its goals?
2. Were the needs of the participants met?
3. Was the content and format appropriate?
4. Were the resource leaders and materials helpful?
5. What were the strengths and weaknesses of the training?
6. How can it be improved next time?

A questionnaire that may be used for a written evaluation by participants is included in Appendix C.

Evaluation of participants is just as important as evaluation of the workshop itself. Since managerial workshops may be used to complete one of the prerequisites for ACA Camp Director Certification or counted for recertification credit, it is important to determine whether or not the participant satisfactorily completed the managerial workshop. This means the workshop coordinator needs to set the criteria for satisfactory completion by a participant; notify participants of the criteria; and report to the Section coordinator, regional coordinator, and National ACA office the names of those who have satisfactorily completed the managerial.

In the Managerial Guide that follows, both a list of desired learning outcomes and suggested methods for participant assessment are included. It is required that an evaluation method(s) be incorporated as part of all managerials. However, the coordinator is not limited to those contained herein. These are merely to be used as a starting point.

How Can I Use the Remainder of this Trainer's Guide in Planning My Own Managerial Workshop?

The following material is one managerial coordinator's ideas on how to cover the ACA Core Curriculum performance. It makes up the bulk of this guide. The writer has included many more objectives and activities than you can possibly cover in a six hour period. This has been done to give you many ideas to choose from and to hopefully make your task easier.

What Should Be Included in an ACA Food Service Managerial?

At the completion of the Food Service Managerial Workshop, each participant should be able to analyze the director's role in establishing and supervising the food service in his/her camp. Specific objectives include:

1. Knowledge of basic nutritional needs and food values.
2. Knowledge of and ability to identify (a) resources for securing appropriate federal, state, and local laws, and of (b) ACA Standards related to food service.
3. Ability to identify various group's food service methods and techniques, including purchasing, selection and control.
4. Knowledge of various types of food service equipment and facilities, and ability to analyze the applicability of these to his/her camp.
5. Ability to analyze the relationship of food/food service to the total camp program and operation.

—State laws observed in food service management
—Health supervision of food service staff
—Knowledge of good nutritional needs and menu planning
—Food purchasing controls
—Food service plans—family style, cafeteria, contract
—Evaluating good maintenance in food service department
—Food records kept
—Waste disposal and sanitary arrangement
—Control of potentially hazardous food conditions
—Effective dishwashing facilities and practices
—Importance of food and food service to the total camp community as viewed
—Personnel practices for food service personnel.

A suggested resource team might include:

—University Home Economist
—State Nutritionist
—Extension Service
—Commercial Food Service Purveyor
—State Health Department Personnel
—Experienced Camp Director
—School Dietician or School Food Service Manager

BEST COPY AVAILABLE

Managerial Trainer Guide

Sue Welch, CCD
Director, Camp Hantesa, Iowa

A camp director needs knowledge of food service operations in order to provide for the health, safety, and well being of the campers and staff. The efficiency, organization, and management of food service affects every person in camp. It is as much a part of programming as arts and crafts and swimming. A quality food service operation benefits staff and campers by enhancing socialization, teaching better eating habits, and developing basic serving and clean-up skills.

This trainer's guide for a food service managerial has been organized into four separate units: personnel management, menu planning, food purchasing, and food service operations. The units were designed so that they could be used independently or in any combination. Prerequisite activities and post assessment activities have been included with each unit. Also, there is a list of learning activities which have been designed to assist the workshop participant in achieving the objectives. An extensive reference list has been included. For other workshop suggestions, see the agendas at the end of this section.

Performance Objectives

The objectives presented in this section were developed from the ACA-approved objectives for this managerial. The author has reorganized the objectives and added objectives to provide more specific information and detail. As a trainer, you can do the same thing as long as you use the ACA-approved objectives as your sole guideline.

Personnel

Improve personnel operations for your camp's food service.

1. Based on an assessment of your camp's needs, determine the number of personnel needed for your food service.
2. Write job descriptions for food service personnel based on the menu, equipment, and personnel needed for your food service.
3. Describe and recommend changes regarding personnel recruitment, hiring procedures, job benefits, training programs, and personnel policies affecting food service.
4. Describe the federal, state, and local laws that apply to your food service personnel.

Principles of Menu Planning

Demonstrate a knowledge of the principles of menu planning in order to provide nutritious wholesome meals in your food service operation.

1. Identify the nutritional values of each item in a menu and compare it to the daily needs of the campers by the camp.
2. Identify the factors in your food service that affect the menus you can serve your campers.
3. Determine special provisions for campers with special diet requirements.

Food Purchasing Procedures

A. Improve food purchasing procedures for efficient camp operation.
   1. Compare available food products to learn about grades and what is required of manufacturer for consumer.
   2. Prepare a food purchase order for a camp menu.
   3. Compare different methods of purchasing food.

B. Improve cost control in the food service operation of your camp.
   1. Cost out a menu and explain the relationship of costing out a menu to the total food budget.
   2. Compare the forms you use for your food service operation with other camp directors.
   3. Share methods of pricing meals with other camp directors.

Food Service Operations

A. Examine and improve camp food storage practices.
   1. Identify any food storage problems in your camp.
   2. Evaluate storage and cleaning procedures of your storage area(s).

B. Identify and maintain the equipment needed to operate a successful camp food service.
   1. Inventory your present kitchen equipment and evaluate your needs for future purchases.
   2. Evaluate your kitchen equipment maintenance plan.

C. Examine your food service for sanitation and safety procedures.
   1. Learn about the cause and prevention of food-borne infection and food poisoning.
   2. Compare your camp's cleaning procedures with other camps' and recommend ways of improving your methods.

D. Develop a food service plan for handicapped campers.
   1. Determine the best serving, seating, and feeding arrangements.
   2. Evaluate your current program to determine where and if changes must be made to serve the handicapped.

E. Become familiar with regulations and government programs.
   1. Know the ACA Standards that relate to food service.

including those for the handicapped.
2. Identify and examine government laws and regulations that apply to food service.

Managerial Outline

The following outline summarizes the topics and organizational structure of the managerial. It should be helpful to the trainer in reviewing and locating material, as well as restructuring and planning a current training program.

I. Improving food service personnel operations
   A. Determining personnel needs
   B. Determining job description for food service personel
   C. Developing a knowledge of regulations and laws affecting food service personnel
   D. Evaluating policies and procedures for food service personnel
II. Learning the principles of menu planning
   A. Evaluating a menu to meet the nutritional needs of the campers and staff
   B. Identifying the factors affecting menu planning
   C. Determining special provisions for campers with special diet requirements
III. Improving food purchasing procedures
   A. Learning about food grades and required consumer information to help in determining purchases
   B. Preparing a food purchase order
   C. Evaluating methods of purchasing food
IV. Operating a sound food service program
   A. Examining camp food storage practices
   B. Determining and maintaining equipment
   C. Evaluating food service sanitation and safety procedures
   D. Developing a food service plan for handicapped campers
   E. Identifying laws, regulations, and government programs affecting the food service program at camp

Pre-Managerial Preparation Workshop Participants' Checklist

Note to trainer: The items listed below are items the workshop participants would need to bring with them if the suggested learning activities for each unit are used. Be sure to send out such a list to the participants or collect the items yourself for the learning activities you select for the managerial workshop. Be sure to specify the number of copies the participants should bring with them for each item.

Unit I—Personnel

_____ Complete prerequisite activity*
_____ Organizational chart which includes all food service personnel
_____ Job descriptions for food service personnel
_____ A copy of personnel benefits
_____ Application form

Unit II—Principles of Menu Planning

_____ Complete prerequisite activity*
_____ Copies of some of your camp menus
_____ Copies of your camp's favorite recipes

Unit III—Food Purchasing Procedures

_____ Complete prerequisite activity*
_____ Camp menu and recipes for items on that menu (trainer should specify if menu includes one meal, a specific meal, meals for an entire day, etc.)
_____ Chart of weight of ready-to-cook or ready-to-serve raw food from *Food for Fifty*. Resource should be provided.
_____ Production record
_____ Purchasing record
_____ Invoice from food vendor
_____ Purchase record
_____ Summary purchase record
_____ Storeroom or food requisition form
_____ Perpetual inventory form
_____ Physical inventory form
_____ People served form

Unit IV—Food Service Operations

_____ Complete prerequisite activity*
_____ Copy of policy and procedures related to food service operations

**Optional as a prerequisite activity. Could be done at the workshop. Suggested activities appear later in the guide.*

BEST COPY AVAILABLE

Pre-managerial Preparation: Resources Needed

Note to Trainer: The following list includes resources you as a trainer may wish to collect and resource persons you may wish to contact in advance of the managerial.

Unit I — Personnel Workshop Participants' Resources (for all units)
- Paper and pencil for notes
- Table and chairs for work in small groups
- Copies of assessment instruments for each person, if used

Unit II — Principles of Menu Planning
- USDA Agricultural Handbook #8
- Copies of menus
- Selected cookbooks
- Resource person(s): i.e. dietician, Extension Service food specialist, college or high school home economics instructor
- Film

Unit III — Food Purchasing Procedures
- Determine best use of prerequisite activity
- Copies of Worksheet #1, Purchase Order or Market Order
- Resource person (see list that follows for ideas)
- Copies of requested forms

Unit IV — Food Service Operations
- Arrange a tour of camp's kitchen
- Invite any resource people desired
- Determine discussion questions and leaders
- Secure copies of laws, regulations, and standards for a resource table

Suggested Resource Persons

Equipment
- Company salesman that sells food service equipment
- School food service representative
- Institutional management equipment, instructors
- Food service manager: hotel, camp, nursing home
- Restaurant association representative
- Extension Service field worker

Storage
- Same as for equipment, plus chemical company representative

Menu Planning, Purchasing, Cost Control
- Institutional management instructors
- Food brokers
- Food salesman
- Head cook
- Dietician
- Food service manager: school, college, nursing home, camp, hotel, or restaurant
- Extension Service, USDA representative
- Representative from state or local health and agriculture departments

Personnel
- Institutional management instructors
- Food service managers
- Extension Service
- Personnel directors from a local company, agency, or school

Sanitation and Safety
- Chemical company representative
- Fire chief
- Health department; federal, state, or local government worker
- Agricultural agency personnel
- Department of public instruction or state instructor

Government Programs and Laws
- Milk commodity and/or feeding program representative
- State and local department personnel

BEST COPY AVAILABLE

Prerequisite Activities

Note to trainer: Determine which of the following items you want to use. You may not have time to do all of the items listed for each unit. Therefore, select those that will best support your program agenda. Many of the activities could be done upon arrival. Be sure to determine how you plan to use the information once the participants have completed the activities.

Directions: The following questions and activities should be completed by you before coming to the managerial workshop.

Unit I—Personnel

Name _____

1. Estimate the number of campers or clients to be served per meal and the number of meals to be served each day. _____
2. What type of meal service (family, cafeteria) will the camp be using? _____
3. What type of table service (paper products, washable table service) will be used for the meal service? _____
4. What special provisions do you make for campers who are handicapped or have special dietary requirements? _____
5. Using the current camp food service job description, answer each of the following questions:
   a. Who will be planning the menus? _____
   b. Who will be ordering the food—initial order and continuing orders? _____
   c. Who will be preparing the food? _____
   d. Who will be responsible for the cleaning and sanitation? _____
   e. Who will be keeping inventories? _____
   f. Who determines the menu pattern? _____
6. Analyze the menu for one day in terms of total labor hours and the time required for the amount and types of preparation; i.e., when the heavy meal is served, when packaged and prepared foods are used, or when "from scratch" recipes are used, etc. To analyze this, list tasks to be done for a day's menus. List personnel available and times when tasks are to be performed. See example. Add columns as necessary.

Example:

Time	Head Cook	Assistant Cook	Helper
6:30-7:30 a.m.	Check menus	Prepare main dish	Make coffee and tea
7:00-7:30 a.m.	Cocoa prepared		Set up serving line
7:30-8:00 a.m.	Eat	Eat	Eat
8:00-8:30 a.m.	Serve	Serve	Serve
8:30-9:00 a.m.	Clean	Clean	Clean dishes
9:00-9:30 a.m.	Break	Break	Dishes
9:30-10:00 a.m.	Orders	Main dish prepared	Break
10:00-10:30 a.m.	Orders	Main dish prepared	Salad prepared

BEST COPY AVAILABLE

6:30-7:00 a.m.

7:00-7:30 a.m.

7:30-8:00 a.m.

8:00-8:30 a.m.

8:30-9:00 a.m.

9:00-9:30 a.m.

9:30-10:00 a.m.

10:00-10:30 a.m.

10:30-11:00 a.m.

11:00-11:30 a.m.

11:30-12:00 noon

12:00-12:30 p.m.

12:30-1:00 p.m.

1:00-1:30 p.m.

1:30-2:00 p.m.

2:00-2:30 p.m.

2:30-3:00 p.m.

3:00-3:30 p.m.

3:30-4:00 p.m.

4:00-4:30 p.m.

4:30-5:00 p.m.

5:00-5:30 p.m.

5:30-6:00 p.m.

7. Analyze your equipment and facility using the following guide.

Guide:

For serving 0-100 people, basic equipment should include range, refrigerator, freezer, work tables, sinks, dishwasher, and mixer.

For serving 100 additional people, the following items may be necessary—steam jacketed kettle, steamer, deep fat fryer, food slicer, hot food holding cabinets, convection ovens, tilting braising pan.

Write your analysis in the space that follows.

8. Based on the answers to questions 1-6, determine the number of personnel needed for your food service. Many times personnel needs will hinge on the available equipment and its condition.
Example: Head cook. Assistant cook, kitchen aid, dishwashers

Example: Food manager/cook
Baker—2 shifts
Assistant food manager
2 Kitchen aids—1 in a.m.; 2 in p.m.

9. Using the following list of breakfast foods, prepare a breakfast menu that your campers would like. Include the amount of each item for each camper (i.e., 4 oz. orange juice, 8 oz. hot chocolate) and the basic food group it represents (i.e., milk, meat, vegetable and fruit, bread and cereal, also include butter or margarine, fats and oils, and sugar and sweets).

Food Choices	*Menu Selection*		
	Amount per Camper	**Item**	**Food Group**
Orange Granules			
Orange Juice			
Milk			
Hot Chocolate			
Cold Cereal (Box Cereal)			
Doughnut			
Pop Tart			
Breakfast Bar			
Margarine			

10. Using the following list of breakfast foods, prepare a breafast menu that your campers would like.

Food Choices	*Menu Selection*		
	Amount Per Camper	**Item**	**Food Group**
Orange Juice			
Orange			
Milk			
Hot Chocolate			
Oats			
Shredded Wheat			
Banana			
Pancakes			
Eggs			
Whole Wheat Bread			
Margarine			

Courtesy of Discipleship Resources "Camping Activities: The Stewardship of Food" by Craig Cramer.

11. Use the following nutritional content chart to figure the total cost and nutritional content of the menu you selected in exercise 9.

Nutritional Content Chart

Item	Price	Calories	Protein	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin	Calcium	Iron	Phosphorous
Orange Granules (4 oz.)		60	0	20	100	0	0	0	0	0	0
Orange Juice (4 oz.)		54	1	5	100	72	2	3	2	7	3
Milk (8 oz.)		156	8	7	4	5	24	1	28	0	22
Hot Chocolate (8 oz.)		264	10	7	4	5	39	1	28	4	22
Cold Cereal (1 oz. w/½ cup milk)		200	6	2	0	20	30	0	10	15	0
Doughnut (1)		147	1	1	0	1	1	1	1	1	7
Pop Tart (1)		210	3	10	0	10	10	10	10	10	10
Breakfast Bar (1)		100	0	10					0	0	0
Margarine (1 tsp.)		100	0	10					0	0	0

Item	Price	Protein	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin	Calcium	Iron	Phosphorous
Totals										

BEST COPY AVAILABLE

12. Use the following Nutritional Content Chart to figure the total cost and the nutritional content of the menu you selected in exercise 10.

Nutritional Content Chart

Item	Price	Calories	Protein	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin	Calcium	Iron	Phosphorous
Orange Juice (4 oz.)		54	1	5	100	72	2	3	2	7	3
Orange (1)		81	2	7	138	23	4	3	7	4	3
Milk (8 oz.)		156	8	7	4	5	24	1	28	0	22
Hot Chocolate (8 oz.)		264	10	7	4	5	39	1	28	4	22
Oats (1 oz. w/½ cup milk)		190	9	2	0	10	10	15	10	4	20
Shredded Wheat (w/½ cup milk)		190	7	2	0	8	10	8	15	6	20
Banana (1)		100	2	9	19	4	4	4			
Pancakes (2-3)		121	5	0	0	7	5	3	11	4	18
Eggs (2)		165	13	24	0	7	13	1	5	13	20
Whole Wheat Bread (1 Slice)		70	3	0	0	8	5	5	3	5	10
Margarine (1 tsp.)		100	0	10	0	0	0	0	0	0	0

Item	Price	Protein	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin	Calcium	Iron	Phosphorous
Totals										

13. Compare the two menus answering the following questions:

a. Do the menus compare nutritionally? _____

_____

b. How do they compare when you figure the cost of the nutrients? _____

_____

c. Which menu whould be the most difficult to prepare? _____

_____

Unit III—Food Purchasing Procedures

14. Get a #10 can of sliced peaches, tomato paste, whole kernel corn, ketchup and peanut butter. Use a separate sheet of paper to list the following items.

    a. Name and address of manufacturer, packer, or distributor
    b. Net content by weight and/or count
    c. List the ingredients
    d. Field information of claimed dietary properties
    e. Statement of use of artificial coloring or flavoring
    f. Chemical preservatives
    g. Statement of sub-standard quality of product or fill of container

    Other information to look for:

    a. Number of portions, pieces, or cups
    b. Directions for preparation
    c. Suggestions for use

15. The Food and Drug Administration (FDA) is the federal regulatory agency for all food involved in interstate commerce except meat and poultry. The FDA established standards of identity, standards of quality, and standards of fill container.
    Get two different brands of #10 size cans of sliced peaches, tomato paste, whole kernel corn, ketchup, and peanut butter.

    a. Compare the grades on the label—example: A, B, C; U.S. #1, U.S. #2, U.S. #3; scores (87-93); adjectives such as prime, choice, or good; mixed numbers; letters and adjectives—Extra Fancy, Fancy, #1 Utility. Some companies will name code or color code. _____

    _____

    _____

    b. Nutritional labeling is voluntary except for those to which nutrients are added; foods to which reference is made on label, or in advertising to the caloric value or to the content of any nutrient other than sodium. Compare the two cans of products for this information. _____

    _____

    _____

The U.S. Department of Agriculture is responsible for grading of meat through the Wholesome Meat Act. The U.S. Department of Commerce does voluntary inspection of fish and fish products and sets the standards of grades. The U.S. Public Health Service is charged with control of infection and contagious disease.

Unit IV—Food Service Operations

16. Draw the floor plan for the storage of your food in the space below in relation to the preparation and receiving of food. Include dry bulk storage, dry day storage and refrigeration and freezer storage.

17. Inventory the equipment you have in your kitchen and divide it into the following categories:

Cooking Equipment	
#	Item
	Ranges
	Griddles
	Broilers

Steam Equipment	
#	Item
	Kettles
	Cabinet Cookers

Non-Cooking Equipment	
#	Item
	Refrigerator
	Mixers
	Choppers, Waste Disposers

Non-Mechanical Kitchen Equipment	
#	Item
	Sinks
	Scales
	Cooking Utensils

Transportation Equipment	
#	Item
	Conveyors
	Monorail

Serving Equipment	
#	Item
	Counters
	Utensils
	Coffee

Compare your answers with other camp directors or ask your trainer for feedback.

BEST COPY AVAILABLE

Suggested Learning Activities

A suggested list of activities is provided which will help the workshop participants achieve the objectives for this managerial. As the trainer, you may wish to choose from those activities or develop activities of your own to satisfy the objectives for the managerial you are planning.

Unit I—Personnel

1. Have workshop participants pair off and review their job descriptions and organizational chart for food service personnel. Recommend changes in job descriptions and organizational charts for food service. Also discuss how food service relates to other services in camp. Copies of organizational charts and job descriptions are required for this activity.
2. In small groups, ask workshop participants to compare personnel benefits, such as:

   a. Health and Safety benefits:
      Occupational Safety and Health Act of 1970
      Workman's Compensation Insurance
      Health and accident insurance
   b. Economic benefits:
      Social Security
      Other insurance—life, profit sharing plans, pensions, retirement, vacations, holidays, sick leave
   c. Convenience and comfort:
      Adequate rest periods
      Adequate housing
      Locker rooms
      Available meal service
      Recreational facilities
      Educational tuition
      Fees for workshops

3. Using the job descriptions, have each workshop participant review or write the minimum qualifications acceptable for each food service position.
4. In small groups, review and revise your application form for your food service personnel. Also review personnel records as to what is contained in the records and make recommendations for the future.
5. With other camp directors at the workshop, compare:

   a. Procedures for orientation and training methods for food service personnel
   b. Performance appraisal methods used for food service personnel
   c. Promotion procedures for food service personnel
   d. Grievance and dismissal procedures for food service personnel
   e. Supervisory procedures for food service personnel and recommended changes in each area for the future.

Unit II—Principles of Menu Planning

6. Using a film, lecturer, or reading, identify elements to be considered when planning menus.

   a. Knowledge of the people being served
   b. Nutritional needs considering the age, sex, and activity level
   c. Special needs of handicapped campers or campers with special diet requirements
   d. Food habits—social, regional, religious
   e. Number to be served
   f. Outside influences such as season of the year, climate, availability of foods
   g. Knowledge of pleasing combinations such as: variety in texture, color, flavor, form, shape, consistency, temperature, food value, and methods of preparation

   In addition, when planning menus for children, you should consider:

   Social and educational experience of eating together
   Attractiveness of meal, making mealtime pleasant
   Plain, well-cooked foods
   Easily chewed foods
   Foods free from strong flavors and odors
   Foods not highly seasoned, but well seasoned
   Food with interesting flavors, colors, and textures

7. Depending on the workshop participants' needs attending the managerial, other elements should be addressed. With a panel of three camp directors or in small discussion groups, discuss the following questions concerning camp menus:

   a. What is your menu cycle?
   b. What seasonal variations do you include in your menus?
   c. Do you use a menu form? If so, please share your form with other camp directors.
   d. Do the physical facilities of your kitchen affect your menus? How?
   e. In what way does the amount of money available for food service affect your menus?
   f. In what way does the type and style of food service affect your menus?
   g. In what way do campers who are handicapped or have special needs affect your menus?
   h. Do you use a set menu or a selective menu? Why did you choose the one you use?

   The panel or discussion leader should see that the following information is covered:

   a. Planning cycle: Menu cycle—number of days for which menus are planned at one time. It may be a 5-7 day week, but a 8-12 day period is better because it eliminates the possibility of serving the same food on same day of each week.
   b. Cycle Menus: Planned sets of menus that are rotated at definite intervals with seasonal variations—one for spring, one for summer, one for autumn and one for winter. Within each season, the 3-week menu would be repeated 4 times.
   c. Menu Form: Recording of menus on a form designed for that purpose and suited to the needs of the particular food service is recommended.
   d. Other factors affecting menus such as physical facilities, equipment in the kitchen, or size of kitchen.
   e. Personnel—number, skills and abilities, efficiency and productivity.
   f. Plan at least several days ahead, considering the amount of money available.
   g. Type or style of service, season, and climate.
   h. Menu pattern: *Set* menu—single item for each course. No choice pattern. *Selective* menu—choices within each course.

   In addition, discuss the following questions:

   a. Who plans your camp menus?
   b. In your personnel planning for your food service, is time allowed for menu planning?
   c. How far in advance are your menus planned?

d. Do you have a file of previous menus served where comments are recorded? Comments might be on the reaction of consumers, number served, difficulty or ease of preparation, etc. If commodity foods are available, do the menus for your camp include use of such commodities?

8. *With other camp directors in attendance at the managerial workshop, plan a 12-day camp menu cycle using the following suggestions:

   a. Plan heavy meal main dishes for entire cycle. Example: entree choices—roast or portion cut of meat, chicken or fowl, fish, meat or meat alternate.
   b. Plan light meal entree or main dish—note heavy meal main dish and avoid using same kind.
   c. Decide on vegetables.
   d. Decide on salads and accompaniments.
   e. Plan desserts.
   f. Plan breakfasts and snacks.

9. After completing the above excercise on preparing menus, have the group discuss, or leader summarize, the following information on recipes:

   a. Who uses standardized recipes?
   b. Why is the use of standardized recipes a good idea?
   c. Should a recipe file be maintained?

   The following information should be covered:

   Standardized recipes—To obtain a standard product, the use of standardized recipes are essential. As recipes are tried and adapted for use, consider the camp's equipment, available ingredients, skills and abilities of its personnel, number and needs of people served, and portion size desired. As needs change, adjust the recipe.

   Recipe file—A file should be developed or maintained. Include those foods acceptable to patrons and consistent with the budget. Organize it by sections (i.e., breakfast, main dish, desserts, salads). Also include sections on special populations, age groups, etc.

Enriching Activity

Develop or add to your recipe file. Review new resources and begin or add to your recipe files. In developing a recipe file, use a suitable form or format for writing recipes. The following information should be included on a recipe card:

   a. Name of the food item and its file code
   b. Total quantity and number of portions of a specific size obtained
   c. Ingredients by weight and measure and sometimes by count
   d. Procedures and times for combining ingredients
   e. Cooking or baking temperatures and times
   f. Planning information
   g. Cost information: The recipe calls for 2 lb., 4 oz. of potatoes, cleaned and pared. This weight is called the E. P. (edible portion) weight. When purchasing the potatoes, you know that if you buy 2 lb. 4 oz. that by the time you have prepared them for use in the recipe, you will no longer have 2 lb. 4 oz. Therefore, it is important to have an A. P. (amount to purchase), or purchased weight which might be 3 lb. This A. P. weight should appear on the recipe card, usually at the bottom or on the back, labeled "Purchasing Guide."
   h. Standard of quality expected
   i. Total time for producing recipe.

   A standardized recipe produces a known quantity of food at a desired standard or quality. Standardized recipes are useful in controlling costs. Waste or loss can result from production failures or poor recipes.

Unit III– Food Purchasing Procedures

10. Prepare a purchase order or market order (Worksheet #1) for one meal or a one-day menu for your camp. Discuss the specifications of products to be purchased. Prior to specifications, the person ordering must know the form and quality of food suitable for the menus. Include in the purchase order the name of the product, quantity, size or type of unit or container, federal grade or brand, unit on price to be quoted, and any additional information appropriate for each item.
11. Be sure to define each term, identify pros and cons of each, and advantages and disadvantages of each buying method. With other camp directors, or as a part of a presentation, discuss the following: informal or open-market purchasing, formal competitive or bid buying, negotiated buying, auction, future contracts, and food broker shows.
12. With other camp directors or a resource person, discuss factors that affect cost control in your food service. Share the forms you use for this purpose.

    a. Precosting menus—All menus should be precosted. Standardized recipes should be costed so that the cost of the menu is determined by adding all of the recipes and other foods (salt, pepper, sugar, etc.). Precosting allows for changes in menus before costs are out of line.
    b. Production record—Figure the amount of food to be prepared, resulting quantities of cooked foods available to be served, actual number of servings obtained from a given amount of food, a list of left-over quantities, and give the exact cost of the recipe. Example: A spaghetti recipe for 100 that only serves 80 is costing more.
    c. Purchasing methods—Compare purchasing method forms.
    d. Purchasing record—Compare forms. Forms should include a list of items, quantities desired, specifications, price quotation, date and time of delivery, etc.
    e. Invoices—Compare information found on invoices and how a permanent purchase record is kept.
    f. Receiving control--Discuss who is responsible and how it is done.
    g. Receiving record—Share forms and procedures.
    h. Storage and storeroom control—Discuss methods used, such as a locked room, room restricted to certain staff, etc.
    i. Purchase record—Discuss method for keeping a permanent record that has date of puchase, vendor, quantity received, price paid. Discuss form used, such as card file, sheets of notebook paper, etc.
    j. Summary purchase record—This includes the monthly record that gives the total amount of each item purchased. Discuss the form you use.
    k. Storeroom or requisition record—Discuss the form you use to request food from storeroom.
    l. Perpetual inventory—Discuss form you use. Keep a running inventory such as a card file, a card for each item, etc.

Learning activity #8 could be used as a post-assessment activity. The workshop participant could send menus in to a trainer for evaluation and feedback.

m. Physical inventory—Discuss the form you use to keep an actual count.
n. People served—Discuss the form you use to record the number of people served each day for each meal.

13. Discuss methods of pricing meals.

a. Raw food cost—include salt, pepper, sugar, creamers, etc. Some use raw food cost plus the mark up you desire. Example: if raw food is 40% of the total cost, multiply raw food cost times 2½.
b. Food, labor, operating, overhead, profit amounts added together and divided by estimated number of people gives price of each meal.
c. Prime cost method—raw food cost plus cost of labor. Labor averages 70% of the cost (mark up would be 1¼ or 1½).

14. Discuss the background needed to plan a budget.

a. All income
b. Classify items of expense, food, labor, overhead, and operating costs.
c. Cost of the food service operation.

Unit IV—Food Service Operations

15. With other camp directors at the workshop, a suitable resource person, or following a tour of a camp's food service area, discuss:

a. Systems for inspecting incoming food
b. Arrangement of items stored and systems of rotation
c. Cleaning schedules and procedures
d. Insect and rodent control procedures
e. How to store broken lots of food, such as spaghetti, macaroni, flour, rice, etc.

16. Discuss refrigeration storage with other workshop participants:

a. How often temperatures are checked
b. How often cleaning is done and how it is done
c. How hot foods are stored in the refrigerator (size of pan, depth of food in container, etc.)
d. Length of time foods may be stored.

17. With other camp directors at the workshop, or using a resource person, discuss the following:

a. Menu plan and complexity of the foods
b. Number and type of people to be served
c. Form in which food will be purchased
d. Style of service and length of serving time
e. Number of man-hours available
f. Calibre of employees to do the work
g. Cost and accessibility of utilities
h. Budget
i. Amount of money allotted for equipment
h. Floor space and allotments

18. In small groups, with a suitable resource person, and/or through prepared handouts, discuss:

a. Ways bacteria are communicated (direct or indirect)
b. Difference between food-borne infection and food poisoning or food intoxication
c. Common causes of food-borne infection
d. Food whose preparation and storage require special procedures to assure their safety—frozen foods, food requiring preliminary preparation, and leftovers
e. Equipment that can contribute to food poisoning—refrigeration and freezer storage, heated holding cabinets and serving counters, and carts and trucks used to deliver prepared foods from a central production kitchen
f. Cleaning procedures for kitchen equipment and area
g. Health and sanitation policies for kitchen personnel
h. Maintenance plan for upkeep of kitchen equipment
i. Rodent and insect control plan
j. Water supply and amount of hot water available and needed for food service
k. Garbage and trash disposal procedures

19. Share with other camp directors and suitable resource personnel the legal safeguards for food safety.

a. Pasteurization of milk
b. Pasteurization of liquid eggs
c. Meat inspection
d. Pure food and drug laws
e. State and local regulations
f. Federal regulations

20. Invite a knowledgeable person to discuss food service operations for campers with handicapping conditions. A possible resource person might be located through the local Easter Seal Society, Diabetic Association, or United Cerebral Palsy to mention a few. Ask the speaker to present information on the best meal and snack times, serving, seating, and feeding arrangements, and types of foods. Be sure to ask that the speaker prepare handouts for the workshop participants. Following the presentation, divide into small groups for discussion of individual concerns camp directors face in serving campers with special dietary or feeding needs.

21. Attend a lecture, write for information, ask a librarian, or call or visit the extension service or health department to become familiar with the following labor laws, policies, and legislation.

a. Fair Labor Standards Act—Federal Wage and Hour Law
b. Unemployment Compensation
c. Equal Opportunity Law—Civil Rights Act of 1964
d. Age Discrimination in Employment Act of 1967
e. Wagner Act (National Labor Relations Act)
f. Taft-Hartley Law (Labor Management Relations Act)
g. Walsh-Healy Act (Government Contract Laws)
h. Disclosure Act (Landrum-Griffith Act)
i. Occupational Safety and Health Act of 1970

22. Become familiar with local laws that affect your personnel and food service operation.
23. Invite the personnel responsible for Commodity, Milk, and Summer Food Service Programs in your state or area to discuss these programs.
24. Invite representatives of the local and state agencies responsible for enforcing local and state laws to discuss these laws.
25. With other camp directors, discuss all local, state, and federal laws that apply to camps.
26. Ask an ACA representative to review and lead a discussion on the ACA Standards that relate to the management of a food service operation.

Post-Assessment Activities

Note to trainer: Post-assessment activities can be checked or assessed in the following ways. The trainee or managerial participant can:

1. Send a completed copy back to you to be checked;
2. Discuss the results with a trainer or a peer group at the managerial; or
3. Check the results against a pre-determined standard.

Name _____

Unit I—Personnel

Do problems 1-3 on a separate sheet of paper.

1. Prepare or review and revise, when necessary, an organizational chart and job descriptions for food service personnel.
2. Using your own food service operation, evaluate the operation of your food service personnel.
   a. Using current equipment in your kitchen, evaluate the work-flow pattern for each worker. A different arrangement of equipment may make the work-flow pattern more efficient.
   b. After completing the activity on equipment, evaluate your work-flow pattern with equipment additions. Determine if work tasks can be simplified and improved.
   c. Taking each activity in the food service operation, watch the activity to see if it is being done with the greatest efficiency and organization. Motion economy of each activity by each employee can save time and money. What are your recommendations for food service personnel for the future?

Unit II—Principles of Menu Planning

3. Using the chart below, compare the two given menus for nutritional value and cost per person.

Lunch Menu Comparison Chart

Menus	Price	Calories	Protein	Vitamin A	Vitamin C	Thiamine	Riboflavin	Niacin	Calcium	Iron	Phosphorous
Menu #1											
Hot Dog (1)	.18	140	6	0	0	5	6	6	0	5	6
Bun (1)	.06	108	3	0	0	8	6	6	4	4	0
Potato Chips (1 oz.)	.07	161	1	0	7	3	0	7	0	3	0
Canned Peaches (2 halves)	.22	190	1	20	10	0	2	8	0	2	0
Cookies (2)	.05	90	1	0	0	0	0	0	0	0	0
Punch (8 oz.)	.06	100	0	0	15	0	0	0	0	0	0
Totals	.64	789	12	20	32	16	14	27	4	14	6
Menu #2:											
Grilled Cheese Sandwich:											
Whole Wheat Bread (2 Slices)	.08	140	6	0	0	16	10	10	6	10	20
Cheese (1 oz.)	.11	110	7	7	0	1	9	0	21	2	13
Margarine (1 tsp.)	.02	100	0	10	0	0	0	0	0	0	
Walking Salad:											
Cabbage (1 oz.)	.04	6	0	1	20	1	1	1	0	50	1
Peanut Butter (2 tbs.)	.06	190	9	0	0	2	2	20	0	2	0
Banana (1)	.13	100	2	9	19	4	4	4	1	4	3
Milk (8 oz.)	.12	156	8	7	4	5	24	1	28	0	22
Totals	.56	802	32	49	43	29	59	36	56	68	59

BEST COPY AVAILABLE

4. Menus should provide for the nutritional needs of campers. Find a chart which shows the recommended daily dietary allowances for various age groups.

   Identify the age groups your camp serves and determine the nutritional needs your menu will still need to supply for each age group using the lunch menus from the comparison chart.

Unit III—Food Purchasing Procedures

5. Using one of your camp menus and recipes for that menu, determine a food order based on the following:

a. Determine the portion size and multiply this by the number to be served.
b. Convert this to pounds or amounts. This is the edible portion (EP) which may also be given on the standardized recipe. To determine the amount to purchase, the EP will be determined by the percent yield. EP – Yield = Amount to purchase. Amount to purchase must include waste and shrinkage loss in preparation of foods. If your recipe does not tell edible portion (EP) and amounts purchased (AP), ask your food salesman for help or use a reference chart. Using *Food for Fifty*, convert the amount to purchase to the appropriate unit (e.g., crate, roast, carton, case).

Example:

FOOD	WEIGHT OR MEASURE	SERVING PORTION	AMOUNT TO SERVE 50	SERVING PORTION	AMOUNT TO SERVE 50	MISCELLANEOUS INFORMATION
BAKERY PRODUCTS						
Biscuits, to bake	8 oz. can	1 biscuit	5-7 cans	1 biscuit	5-7 cans, 227-g	8-10 biscuits per can
Bread, small loaf	1 lb.	1-2 slices	3-4 loaves	1-2 slices	3-4 loaves, 454-g	16 slices per loaf

6. Assume that you are the food service manager at your camp. The preparation and costing of meals is part of your responsibility. The following menu has already been determined. Assume the camp kitchen has the equipment you need to prepare this menu. Cost out this menu for 100.

   Enclosed are recipes to use and the price of the food from a local wholesaler.

MENU:	COST
Chili	
Tossed Salad	
Biscuits	
Oatmeal Cookie	
Milk	
Iced Tea	
Total	

Cost Chart

Ground beef	$ 1.45 per lb.
Margarine	10.81 per 30 lb.
Non-fat dry milk	67.90 per 50 lb.
Eggs	21.39 per 30 doz.
Milk	1.09 per ½ gal.
Potatoes	13.80 per 100 lb.
Lettuce, iceberg	9.44 per cs (24 hds. per cs.)
Onions, dehydrated	5.42 per 3 lb.
Chili beans	10.53 per cs (6-#10)
Tomato puree	11.60 per cs (6-#10)
Flour, all purpose	7.61 per 50 lb.
Oatmeal	1.98 per 4½ lb.
Salt	2.48 per 25 lb.
Pepper	2.78 per lb.
Tabasco sauce	3.10 per lb.
Worcestershire sauce	5.00 per gal.
Paprika	2.88 per lb.
Chili pepper	
Sugar, granulated	21.07 per 50 lb.
Sugar, brown	11.83 per 25 lb.
Baking powder	5.94 per 10 lb.
Baking soda	11.52 per cs. (24-1 lb. boxes per cs.)
Vanilla	3.99 per gallon
Shortening	29.70 per 50 lb.
Salad dressing	18.40 per cs. (4 gal. per cs.)
Ice Tea	13.62 per cs. (50-1 gal. bags)

BEST COPY AVAILABLE

(6. continued) *Recipe A: Chili Con Carne for 100*

Yield ..... 100 portions
Portion size ..... 6 oz. ladle

Amount	Ingredients	Amount	Procedure
	Beef, ground	14 lb.	1. Combine ground beef and dehydrated onions in steam-jacketed kettle.
	Onions, dehydrated	6 oz.	2. Saute at moderate heat until meat has lost pink color.
	Flour, all-purpose	5½ oz.	3. Combine flour, salt, pepper, chili powder, paprika, and sugar; blend.
	Salt	4½ oz.	*Note:* Use smaller amount of chili powder; taste mid-way during cooking and add additional amount if desired.
	Pepper, black	2½ tsp.	
	Chili powder	5-5½ oz.	
	Paprika	1 tbsp. 2 tsp.	
	Sugar	2¾ oz.	4. Add to meat mixture.
	Tabasco sauce	½ tsp.	5. Add Tabasco and Worcestershire sauces and blend thoroughly.
	Worcestershire sauce	2 tbsp.	6. Cook until blended. (Approx. time: 10 min.)
	Tomato puree	1¼ gal.	7. Add tomato puree, undrained kidney beans, and water: mix well.
	Red kidney beans, undrained, no. 10 can	3 cans	8. Heat to boiling: then reduce heat so mixture cooks slowly. Stir occasionally.
	Water	2 qts.	
	Weight	*45 lb. 8 oz.*	*Time:* 1-1½ hr.

Recipe B: Tossed Salad

Yield ..... 100 portions
Portion size .... 1 cup, 2 oz.

Ingredients	Amount	Procedure
		1. Trim vegetables, discarding bruised parts, stems, etc.
		2. Wash; drain thoroughly.
		3. Store covered in refrigerator for several hours or overnight.
Lettuce, coarsely cut	12 lb. 8 oz.	4. Cut or tear chilled greens into bite sizes.
		5. Combine greens in chilled bowl.
		6. Toss lightly, cover, and refrigerate.

FOOD AS PURCHASED	FOR 100 PORTIONS
Lettuce, iceberg, approximately	17¼ lb.—18 lb. (11 heads)

For variety and color contrast, one or more of the following vegetables may be added, substituting for an equal volume of greens: sliced radishes, shredded red cabbage, coarsely shredded carrots, diced green pepper, or tomato wedges.

Recipe C: Rolled Baking Powder Biscuit

Yield ..... 100 portions served with entree
160 portions served as bread
2 pans 18 x 26 x 1 in.
Portion size ..... 3 oz. (entree)
1¼-2 oz. (bread)

Baking Temperature 450 degrees F.
Baking Time: 20 min.

Ingredients	Amount	Procedure
Flour, all purpose	8 lb. 8 oz.	1. Combine flour, baking powder, salt, and non-fat dry milk in a 30-qt. mixer.
Baking powder	8½ oz.	
Salt	4 tbsp. 1½ tsp.	
Milk, non-fat dry	13 oz.	2. Using flat beater, mix on low speed until blended.
Shortening, hydrogenated	2 lb. 14 oz.	3. Add shortening to dry ingredients: mix on low speed for 1 min. Stop and scrape down bowl; mix an additional minute.
Water, cool	3 qt.	4. Add water and blend on medium speed. *Time:* 30 sec.
		5. Turn dough out of mixer bowl onto floured table or board.
		6. Divide dough into equal parts. *Weight each:* 9 lb. 6 oz.
		7. Knead slightly on lightly floured board or table.
		8. Roll each into a rectangular shape on table or in sheet pan (18 x 26 x 1 inch).
Weight	18 lb. 12 oz.	9. Cut biscuit into squares. *No. per pan:* Entree—cut 50 (5 x 10) Bread—cut 80 (8 x 10)
		10. Bake at 450 degrees F. for 20 min.

Recipe D: Oatmeal Cookies

Yield ..... 125 cookies
Portion size ..... #40 dipper

Baking Temperature: 350 F.
Baking Time: 8-10 min.

Ingredients	Amount	Procedure
Margarine	1 lb. 8 oz.	1. Cream margarine, using flat beater on medium speed.
Sugar, brown	1 lb. 8 oz.	2. Add sugars gradually, beating on high speed until light and fluffy.
Sugar, granulated	1 lb. 8 oz.	
Eggs	6	3. Add unbeaten eggs and vanilla; continue beating on high speed until light.
Vanilla	1 tbsp.	
Flour, all-purpose	1 lb. 2 oz.	4. Combine flour, salt, soda, and oatmeal in a bowl; blend.
Salt	1 tbsp.	5. Add combined dry ingredients to creamed mixture on low speed.
Soda	1 tbsp.	6. Beat on medium speed until well blended.
Oatmeal	2 lb. 13 oz.	7. Portion onto greased sheet pans (18 x 26 x 1 in.) with a #40 dipper (4 x 6) 24 per pan. Flatten with a sugared glass.
		8. Bake 350 degrees for 8-10 minutes.

Unit IV—Food Service Operations

7. Relate to your food service the following chart of needed equipment. Evaluate the equipment you have and what you may want in the future.

Equipment Guide Chart

Equip. Needed for 0-100	Equip. Needed for over 100
range	steam jacketed kettles
refrigerator	steamer
freezer	deep fat fryer
worktables	food slicer
sinks	hot food holding cabinet
dishwashers	convection ovens
mixer	tilting braising pans

Answer: _____

8. Using your maintenance plan for kitchen equipment, evaluate your plan and make needed recommendations. (Include your maintenance plan with your answer.)

Answer: _____

9. Using your local, state, or federal rules and regulations, examine your camp's kithcen and food service area. Determine the best methods and procedures for cleaning, and for preparing and serving foods. Discuss garbage and trash removal and general procedures for a safe, clean food service.

Answer: _____

BEST COPY AVAILABLE

Sample Agendas

Note to trainer: Now that you are ready to plan your workshop agenda, the following copies of successful workshop schedules have been included for you to use in developing a managerial. Each managerial agenda will be different depending on the needs of the participants. Use these sample agendas to stimulate ideas for your own program.

Agenda #1 Iowa Section Food Service Managerial

9:30 AM	Equipment—tour camp's kitchen, examining new equipment
11:00 AM	Storage—tour storage units, discussing the advantages of certain types of storage and sanitation plans
12:00 NOON	Lunch
1:00 PM	Menu planning—share menus discussing nutrition, variety, color, etc.
2:00 PM	Purchasing
3:00 PM	Cost control/record keeping
4:00 PM	Personnel—share job descriptions, benefits, and performance appraisal
5—7:00 PM	Supper break
7:00 PM	Sanitation, health, and safety
8:00 PM	Government laws, regulations, and programs

Depending on resource persons available for sessions, the times can be changed. Menu planning, purchasing, and cost control flow together but could be separated. Breaks should be included at appropriate intervals.

Agenda #2 Pon de rosa Southern Baptist Church Camp

First Day

5-5:30 PM	Arrival and check-in
5:30-6:00 PM	Dinner served
7-9:30 PM	The El Paso County Health Department discusses applicable health laws relating to food services and health supervision of food services staff.

Second Day

7:30-8:00 AM	Breakfast served
8-9:45 AM	Participants review ACA Standards related to food service and discuss what Standards are missing or inadequate. Discussions held on procedures for getting into government reimbursement programs and personnel practices for our own food service personnel done by participants.
10-10:45 AM	Bill Van Winkle from United Food Service discusses food service methods including purchasing, selection, and control.
11-11:45 AM	Discussion on an update on equipment innovations and preventive maintenance of food service systems.
12-12:30 PM	Lunch served
1:15-3:00 PM	Ann Morrison, a licensed dietician, leads a group in discussion of nutritional needs and food values in terms of various camp menus. Participants should be prepared to share a week's menu plan and where and how food will be purchased and stored. We will tour the camp's kitchen and invite the director to discuss his food service operation. Ann will also give tips on how to keep food records.
3:30 PM	Evaluation—Russ Reid, Standards Chairperson, discusses food Standards, and then the group visits the camp's kitchen.

Agenda #3 Foodservice Seminar for Ohio Camps

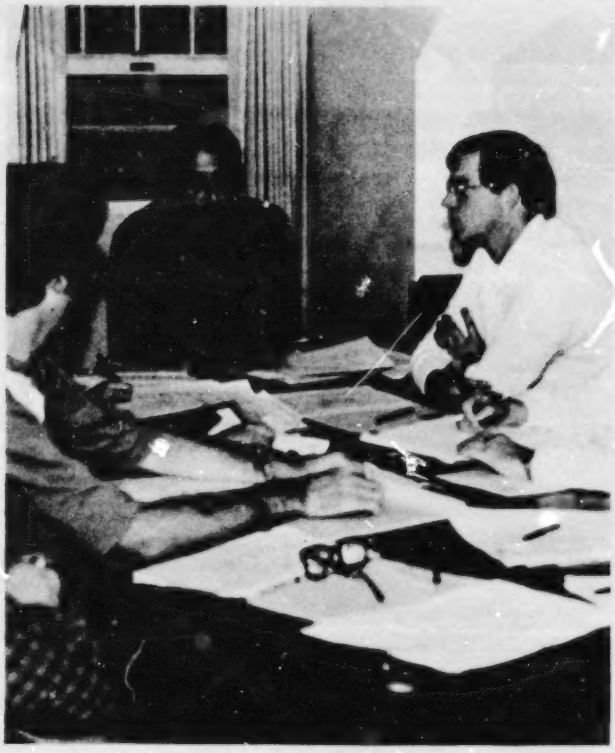
First Day

1:00-2:00 PM	Registration and exhibits open
2:00-3:30 PM	The 1980 Food Situation—Dr. Lois Hungate, Agricultural Economist, The Ohio State University
3:30-4:00 PM	Exhibits open (free time)
4:00-5:00 PM	Government food programs—Mr. Robert P. Sargent, State of Ohio, Department of Education
5:00-5:30 PM	Exhibits open (free time)
5:30-6:30 PM	Dinner
6:30-8:00 PM	Exhibits open (free time)
8:00-10:00 PM	Planned recreation
8:00-12:00 MIDNIGHT	The "Bullpen" (hospitality area)

Second Day

7:30 AM	Nature hike (optional)
8:00-9:00 AM	Breakfast
9:00-11:00 AM	Food preparation—techniques of the trade!
11:00-11:15 AM	Break
11:15-12:15 NOON	Outdoor cookery and food for backpacking, Mr. Les Barnhart, Rainbow Adventures
12:15-1:30 PM	Lunch
1:30-3:00 PM	Menu planning for wise food preparation and computerized menu evaluations returned
3:00 PM	Adjourn

The second annual Foodservice Seminar for Ohio camps focused its 1980 program on ways in which camp foodservices can contain and hopefully cut food costs. The program included sessions on topics such as: an overview of what we can expect in the food marketplace, government food programs and how they can help the camp foodservice operation, convenience foods and how their preparation can help contain costs and provide enjoyment, and menu planning as an art and a tool for wise food preparation and cost control. In addition, a nutrition computer analysis of each camp's menu was offered.



References

American Home Economics Association. *Handbook of Food Preparation.* American Home Economics Association, 2010 Massachusetts Ave., N.W., Washington, D.C. 20036. Revised 1975. A compact encyclopedia on foods. Deals with buying guides, food storage conditions and information on basic food preparation.

Bolhuis, John L., and Welff, Roger K., eds., *The Financial Ingredient in Foodservice,* 120 South Riverside Plaza, Chicago, IL 60606. Heath and Co. 1976. Stresses the importance of sound financial management. A systematic explanation of basic accounting, financial statements, break-even analysis, budgeting, and working capital management. Food and beverage cost control is discussed in the last chapters.

Children's Foundation. *Food Rights Handbook.* Children's Foundation, 1028 Connecticut Ave. N.W. Washington, D.C. 20036. Revised December 1974.

Eshbach, Charles E. *Foodservice Management.* Cahners Books International, Inc., 221 Columbus Ave., Boston, MA 02116. Second edition. 1976. The focus is on problems involving purchasing, sanitation, receiving, storage, menus, frozen foods, kitchen layouts, controls, and employee training. Recommendations are covered to help identify, solve, and prevent problems in these areas.

Fay, Clifford T., Jr.; Rhoads, Richard C.; and Rosenblatt, Robert L. *Managerial Accounting for the Hospitality Service Industries.* Wm. C. Brown Co., Dubuque, Iowa, Second Edition, 1976. Beyond Bookkeeping, this text teaches how to incorporate accounting information with management decisions. Included are graphs, charts, and illustrations.

Flanagan, Thelma. *School Food Purchasing Guide.* Research Bulletin Number 7, American School Food Service Association, 4101 E. Iliff, Denver, Colorado 80222. 1968. Gives specifications and considerations in purchasing foods.

Fowler, S. F., and West, B. B. *Food for Fifty.* John Wiley and Sons, Inc. New York, NY 10016. Fifth Edition, 1971. The newest methods of food preparation, purchasing, and product availability have been added. The four main sections cover general information, recipes, menu planning, and special meal service. Includes instructions to adjust recipes for more than 50 servings.

Iowa State University, Department of Institution Management. *Standardized Quantity Recipe File for Quality and Cost Control.* Iowa State University Press, Ames, IA 50010. 1971. Recipes in the amount of 100.

Keiser, James, and Kallio, Elmer. *Controlling and Analyzing Costs in Food Service Operations.* John Wiley & Sons, Inc., NY, 1974. This book covers receiving, storing, issuing, and menu control. Also includes extensive discussions of accounting, budgeting, break-even, theft, utility control, data processing, and decision-making.

Kotschevar, Lendal H., and Terrell, Margaret E. *Food Service Planning: Layout and Equipment.* John Wiley & Sons, Inc., NY, Second Edition. Written for those engaged in the technical aspects of design as well as the foodservice operator who must work with this design. Covers from planning through to equipment installation.

Kotschevar, Lendal H. *Management by Menu.* National Institute for the Foodservice Industry, 120 S. Riverside Plaza, Chicago, IL 60606. 1975. The entire range of an operation, from purchasing through production and service, is covered using the menu as the key management tool. Illustrated with menus. (An instructor's guide is also available.)

Kotschevar, Lendal H. *Quantity Food Production.* National Restaurant Association, Educational Materials Center, Suite 2600, 1 IBM Plaza, Chicago, IL 60611. Second edition, 1975. Fundamentals of purchasing: principles, techniques, and product information with new material regarding convenience foods, china, flatware, cleaning supplies and the purchase of other non-food items.

Lundberg, Donald E., and Armstrong, James P. *The Management of People in Hotels, Restaurants, and Clubs.* Wm. C. Brown Co., Dubuque, IA. Third Edition, 1974. A practical view of personnel management covering job analysis, recruitment, selection, placement, and training. Labor relations, wage and salary administration, and employee morale and motivation are discussed.

National Institute for the Foodservice Industry. *Applied Foodservice Sanitation.* National Institute for the Foodservice Industry, 120 N. Riverside Plaza, Chicago, IL 60606, 1974. This is the operator's guide to safe food handling with a detailed inspection outlined for the manager's use. Covered are techniques for protecting food in storage, preparation and service, cleaning and sanitizing, pest control, and cleanability of equipment.

National Pork Producers Council. *Pork for Gracious Dining.* National Pork Producers Council, 4715 Grand Ave., Des Moines, IA 50312.

National Restaurant Association, The Educational Materials Center. *1978 Catalog of Books, Visuals, and Pamphlets.* The Educational Materials Center, National Restaurant Association, One IBM Plaza, Suite 2600, Chicago, IL 60611. States a brief description of books, visuals, and pamphlets available to the foodservice industry and their costs. Catalog is periodically updated. Ask for latest update.

National Turkey Federation. *The Turkey Handbook.* National Turkey Federation, Reston International Center, Suite 302, Reston, VA 22091. Procedures for cooking, a few recipes, and illustrated directions for carving and boning.

Seefeldt, Carol, and Dittmann, Laura L. *Family Day Care.* Superintendent of Documents, Washington, D.C. 20402. 1975.

Smith, Evelyn E., and Crusius, Vera C. *A Handbook on Quantity Food Management.* Burgess Publishing Co., 426 South Sixth St., Minneapolis, MN 55415. Second Edition, 1970.

Treadwell, Dawn D. *Quantity Recipes.* Cornell University, Mailing Room, Bldg. Seven, Research Park, Ithaca, NY 14850. 1973. The recipes for 50 and basic guides for quantity food preparation are planned to serve small institutions, schools, camps, and community groups.

Treat, Nola, and Richards, Lenore. *Quantity Cookery.* Little, Brown and Co., 200 West St., Waltham, MA 02154. 4th Ed. 1966.

University of Minnesota, Agriculture Extension Service. Temperature Guide for Safe Handling of Food in a Food Service Enterprise.

University of Wisconsin, Cooperative Extension Programs. *Food Buying Guide for 50 Servings.* Special Circular 147.

University of Wisconsin, Cooperative Extension Programs. *Managing Community Meals.* Special Circular 128.

West, Bessie B.; Wood, Leveille; Harger, Virginia F.; and Shugart, Grace S. *Food Service in Institutions.* New York: John Wiley. 4th Ed., 1977.

Wood, and Harris, *Quantity Recipes.* Extension publication of New York State College of Home Economics. Order from: Mailing Rm., Bldg. 7, Research Park, Ithaca, NY 14850. Rev. Ed. 1966.

United States Department of Agriculture. The following list of materials is available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Cooking for Small Groups. Home and Garden Bulletin Number 197. 1972. Recipes for 25 with a table for adjusting recipes from 15 to 50.

Quantity Recipes for Child Care Centers. FNS-86. May, 1973. Recipes are designed for 50 servings and for children ages three through six.

BEST COPY AVAILABLE

Quantity Recipes for a Type-A School Lunch. PA-6-631. 1971. Recipes in amount of 100 servings.

Recipes for Quantity Service. Agricultural Home Economics Report Number 5. 1972. Recipes in the amount of 100.

A Guide to Nutrition and Food Service for Nursing Homes and Homes for the Aged. Public Health Service, Number 71-6701. Revised, 1971.

Equipment Guide for Preschool and School Age Child Service Institutions. PA-999. February, 1972.

Food Buying Guide for Child Care Centers. Number 0124-00190. 1974. This guide provides information for determining the amounts of food needed to meet the meal patterns of pre-school children in child care centers under the Special Food Service Program for Children.

Food Buying Guide for Type-A School Lunches. PA-270. 1972.

Food for Fitness—A Daily Food Guide. U.S.D.A. Leaflet Number L424 Slightly revised 1973.

Food Guide for Older Folks. Home and Garden Bulletin Number G17. Revised 1972.

Food Purchasing Guide for Group Feeding. Agriculture Handbook Number 284. 1965.

Food Selection for Good Nutrition in Group Feeding. HERR 35. 1972.

Food Service Sanitation Manual. Public Health Service Number 934. 1962.

Food Storage Guide for Schools and Institutions. PA-403. 1959.

Guide for Planning Food Service in Child Care Centers. FNS-64. 1974.

Guides for Writing and Evaluating Quantity Recipes for Type-A School Lunches. September, 1969.

Handbook for Volunteers, Child Nutrition Program. FNS-10. 1970.

Lunch Programs in the Nation's Schools. AER 210. 1971.

Menu Planning Guide for Breakfast at School. FNS-7. Revised 1970.

Menu Planning Guide for Type-A School Lunches. PA-719. 1974.

Nutrition Programs for the Elderly—A Guide to Menu Planning, Buying and the Care of Food for Community Programs. ARS. 62-22. 1972.

Trade Publications for Foodservice Management

All of the following are published monthly unless otherwise indicated.

Cooking for Profit. 1202 South Park St., Madison, WI 53715. Magazine usually contains several articles of interest to the food-for-profit sector. The magazine is funded by the American Gas Association and is free for managers and owners of food service operations.

Restaurant Hospitality. 1111 Chester Ave., Cleveland, OH 44114. This magazine advertises itself as written for commercial foodservice management. The magazine usually contains at least one article on a restaurant chain and reasons for its success, articles on the preparation of specific kinds of food, menus, food costs, trends in the industry, and alcoholic beverage promotions. Also carries advertising for many new food products on the market. It is available free to managers and owners of food service operations.

Nation's Restaurant News. 425 Park Ave., New York, NY 10022. Published every other Monday. Runs upwards of 150 pages and contains much information on what is currently happening in the foodservice industry. Does a lot of comparison of foodservice chains by volume percentage increase. Includes information on trends in the industry. Useful to anyone in foodservice; profit and non-profit. Magazine publishes employment openings for foodservice managers.

Motel/Motor Inn Journal. Circulation Dept. 306 East Adams Ave., Temple, TX 75601. For managers of motels. It contains information on equipment used in the motel industry, building construction, and energy conservation practices.

Lodging. American Hotel and Motel Assoc., 888 Seventh Ave., New York, NY, 10019. The official publication of the American Hotel and Motel Association. It contains articles for managers of foodservice and lodging operations. Articles pertain to the management of a hotel/motel, trends in the industry, and case studies of selected motel chain operations. The advertisements are good sources of information on new equipment and products in this field.

Club Management. 408 Olive St., St. Louis, MO 63102. The official magazine of the Club Managers Assoc. of America. Contains articles on food and beverage service in a club, design and renovation, housekeeping, maintenance, purchasing equipment, and member relations.

The Cornell Hotel and Restaurant Administration Quarterly. School of Hotel Administration, Statler Hall, Cornell University, Ithaca, NY 14853. Contains research information related to commercial and noncommercial food service, hotels and motels. August issue carries an excellent bibliography of articles in hotel and restaurant administration.

Resource Organizations

The following associations provide large quantity recipes without charge to people doing large quantity food production (25 or more).

California Avocado Advisory Board
4533-B MacArther Blvd.
Newport Beach, CA 92660

United Dairy Industry Association
Consumer Services Manager
6300 North River Road
Rosemont, IL 60018

National Duckling Council
2 North Riverside Plaza
Chicago, IL 60606

National Kraut Packers Association
P.O. Box 31
St. Charles, IL 60174

The National Live Stock & Meat Board
Foodservice Department
444 North Michigan Avenue
Chicago, IL 60611

Cling Peach Advisory Board
One California Street
San Francisco, CA 94111

Pork Industry Group of the Meat Board
444 North Michigan Avenue
Chicago, IL
(slides also)

National Pork Producers Council
4715 Grand Avenue
Des Moines, IA 50312

The Potato Board
1385 South Colorado Blvd.
Suite 512
Denver, CO 80222

Idaho Potato Commission
P.O. Box 1068
Boise, ID 83701

American Lamb Council
Department LEC
200 Clayton Street
Denver, CO 80206

National Turkey Federation
Suite 302
Reston International Center
Reston, VA 22091

The following companies provide large quantity recipes:

Del Monte Corporation
P.O. Box 3575
San Francisco, CA 94119

General Mills, Inc.
General Offices
P.O. Box 1113
Minneapolis, MN 55440

Kellogg Company
Department of Home Economics Service
235 Porter Street
Battle Creek, MI 49016

Kraft Foods
P.O. Box 1163
Chicago, IL 60690

The Quaker Oats Company
Merchandise Mart Plaza
Chicago, IL 60654

The Pillsbury Company
425 Main Street, SE
Minneapolis, MN 55444

Rice Council
P.O. Box 22802
Houston, TX 77027

Reynolds Aluminum
Reynolds Metals Co.
Public Relations
Richmond, VA 23261

State of Wisconsin
Department of Agriculture, Trade, &
Consumer Protection
801 West Badger Road
Madison, WI 53713
(Cheese and milk products, fee charged)

Universal Foods Corporation
Red Star Yeast
Consumer Services
P.O. Box 737
433 East Michigan
Milwaukee, WI 53201

The following companies and associations provide resource information and/or recipes, fee paid by customer.

National Broiler Council
Madison Building
Suite 614
1155 Fifteenth Street
Washington, D.C. 20005

Cereal Institute, Inc.
1111 Plaza Drive
Schaumburg, IL 60195

The United Fresh Fruit & Vegetable
Association
North Washinton at Madison
Alexandria, VA 22314

The American Meat Institute
P.O. Box 3556
Washington, D.C. 20007

Standard Brands, Inc.
576 Washington Boulevard
Stamford, CT 06907
(Information on product use only)

Stokely-Van Camp Inc.
Home Economics Department
941 Meridian Street
Indianapolis, IN 46206
(Information on products, not recipes)

The following companies provide resource information and recipes for individual consumers (not quantity food related).

Canning Lids and Jars Companies

Bernardin, Inc.
P.O. Box 725
Evansville, IN 47705

Ball Corporation, Inc.
Consumer Produt Division
345 South High Street
Muncie, IN 47302

Food Companies: Sugar Substitutes

Alberto-Culver Co.
2525 Armitage Avenue
Melrose Park, IL 60160

Abbott Laboratories
Consumer Products Division
Abbott Park
North Chicago, IL 60064

Sources of Resource Information

Government Organizations

United States Dept. of Agriculture
Office of Communication
Washington, D.C. 20250

Food and Nutrition Information
and Educational Materials Center
National Agricultural Library
Room 304
Beltsville, MD 20705

Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Federal Trade Commission
Office of Public Information
Washington, D.C. 20580

Animal & Plant Health Inspection Service
U.S.D.A.
Midwest Information Office
536 South Clark Street
Chicago, IL 60605

Food and Drug Administration
1009 Cherry St.
Kansas City, MO 64106

Small Business Administration
SBA Office located in city nearest
to your location.

Professional Groups

The American Dietetic Association
620 North Michigan Avenue
Chicago, IL 60611

The American Medical Association
Council on Foods and Nutrition
535 North Dearborn Street
Chicago, IL 60610

The American Dental Association
Bureau of Health Education
211 East Chicago Avenue
Chicago, IL 60611

The American Home Economics Association
Public Relations Department
1606 Twentieth Street, N.W.
Washington, D.C. 20009

National Restaurant Association
One IBM Plaza, Suite 2600
Chicago, IL 60611

The Nutrition Foundation, Inc.
99 Park Avenue
New York, NY 10016

Society for Nutrition Education
National Nutrition Education Clearing House
2140 Shattuck Avenue, Suite 1110
Berkeley, CA 94704

League for International Food Education
(LIFE)
1155 Sixteenth Street, N.W.
Washington, D.C. 20036

Trade Organizations

National Broiler Council
Madison Building
1155 Fifteenth Street
Washington, D.C. 20005

National Turkey Federation
Suite 302
Reston International Center
Reston, VA 22091

Marketing Home Economist
National Broiler Council
P.O. Box 5806
Columbia, SC 29250

National Duckling Council
2 North Riverside Plaza
Chicago, IL 60606

The American Meat Institute
P.O. Box 3556
Washington, D.C. 20007

The National Livestock & Meat Board
Nutrition Research Department
444 North Michigan Avenue
Chicago, IL 60611

Beef Industry Council
National Livestock & Meat Board
444 North Michigan Avenue
Chicago, IL 60611

American Sheep Producers Council, Inc.
200 Clayton Street
Denver, CO 80206

National Pork Producers Council
Department F, 4715 Grand Avenue
Des Moines, IA 50312

United Dairy Industry Association
Dairy Research Inc.
6300 North Rive Road
Rosemont, IL 60018

The United Fresh Fruit & Vegetable
Association
North Washington at Madison
Alexandria, VA 22314

National Kraut Packers Association
P.O. Box 31
St. Charles, IL 60174

Idaho Potato Commission
P.O. Box 1068
Boise, ID 83701

The Potato Board
1385 South Colorado Blvd.
Suite 512
Denver, CO 80222

California Avocado Advisory Board
4533-B MacArther Blvd.
Newport Beach, CA 92660

Cling Peach Advisory Board
One California Street
San Francisco, CA 94111

Idaho-Eastern Oregon Onion Committee
Box 307
Parma, ID 83660

Mr. Harold Blain
Washington and Idaho Dry Pea and
Lentil Commission
P.O. Box 8666
Moscow, ID 83843

National Onion Association
5701 East Evans Avenue
Suite 26
Denver, CO 80222

Cereal Institute, Inc.
1111 Plaza Drive
Schaumburg, IL 60195

State of Wisconsin
Department of Agriculture, Trade, &
Consumer Protection
801 West Badger Road
Madison, WI 53713

Durum Macaroni Foodservice Program
Barson-Marsteller
866 Third Avenue
New York, NY 10022

The Pillsbury Company
608 Second Avenue South
Minneapolis, MN 55402

Appendix A—Managerial Sample Budget

Income	
Registration Fee: $50 x 30 participants (Members $50-Nonmembers $60.)	$1,500
Expenses	
Resource Leaders Honorarium (4 x $50)	$ 200
Printing	$ 150
Office Supplies	$ 25
Program Supplies	$ 200
Xerox	$ 25
Phone Calls	$ 50
Postage	$ 50
Facility and Equipment Rental	$ 200
Refreshments/Luncheon	$ 300
Total Expenses	$1,200
Section Net (20%)	$ 300
Total	$1,500

Appendix B—Managerial Workshop Report

Name of Managerial (Food Service; Business and Finance; Site and Facility; and Health) _____

Section _____ Section Leadership Chairperson _____
Signature

Location of Workshop _____ Date of Workshop _____

Workshop Coordinator _____ Fees: (1) ACA Member _____

(2) Non-member _____

Address _____

Participants

	Name	Address: City, State, Zip	ACA Section	Successful Completion Yes	No
1.					
2.					
3.					
4.					
5.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					

Instruction: Send one copy to the American Camping Association. Send one copy to the Regional Education Coordinator. Send one copy to the Section Board.

American Camping Association
Bradford Woods
Martinsville, IN 46151-7902
Phone: (317) 342-8456

Please attach the following:

1. Summary of Managerial evaluation.
2. Criteria used for determining satisfactory completion (Assessment of participant competence)
3. List or copies of resources used (A-V materials, books, handouts, promotional materials)
4. Agenda/Schedule
5. Recommendations to improve the managerial

Appendix C—Food Service Managerial Evaluation

Name _____

Date _____ Location _____

Please respond to the following questions by placing a circle around the appropriate response. Feel free to add comments or recommendations which might clarify your response. Please note that question 1 contains a series of goal statements, some of which may not have been addressed in the managerial you have attended; if a particular goal was not addressed through presentations or learning activities, indicate this by circling the "N/A" response.

1. How effective was the managerial in meeting its goal of assisting you to develop:
   a. Knowledge of basic nutritional needs and food values.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   b. Knowledge of and ability to identify (1) resources for securing appropriate federal, state, and local laws, and (2) ACA Standards related to food service.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   c. Ability to identify various groups' food service methods and techniques, including purchasing, selection, and control.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   d. Knowledge of various types of food service equipment and facilities, and ability to analyze the applicability of these to his/her camp.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

   e. Ability to analyze the relationship of food/food service to the total camp program and operation.
      Not Effective 0 1 2 3 4 5 Very Effective N/A
      Comments:

2. To what extent was the managerial action-oriented (could you apply what you have learned from this managerial?)?
   Minimum Extent 0 1 2 3 4 5 Maximum Extent
   Comments:

3. To what extent was the managerial content appropriate to its stated goals?
   Not Appropriate 0 1 2 3 4 5 Very Appropriate
   Comments:

4. How confident do you feel in your ability to implement the information presented in your camp setting?
   Not Confident 0 1 2 3 4 5 Very Confident
   Comments:

5. To what extent were your own training needs met by the managerial?
   Minimum Extent 0 1 2 3 4 5 Maximum Extent
   Comments:

6. What were the most important strengths of this managerial?

7. Are there any content areas which should have been added?

8. Are there any content areas which could have been omitted?

9. Please list any general comments or suggestions for improving this managerial: